

## Strand 2: Comprehending Literary Text (Kindergarten)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

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| Concept 1:<br>Elements of Literature   | Kindergarten   |
| Identify, analyze, and apply knowledge of the structures and elements of literature. | <p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>PO 2. Identify elements of a story, including characters, setting, and key events.</p> <p>PO 3. Retell or re-enact a story, placing the events in the correct sequence.</p> <p>PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.</p> |

*Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.*

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## Strand 2: Comprehending Literary Text (Grades 1-3)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

| Concept 1:<br>Elements of Literature   | Grade One   | Grade Two  | Grade Three  |
|--|---|--|--|
| Identify, analyze, and apply knowledge of the structures and elements of literature. | <p>PO 1. Identify the plot of a literary selection, heard or read.</p> <p>PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.</p> <p>PO 3. Sequence a series of events in a literary selection, heard or read.</p> <p>PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.</p> <p>PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.</p> | <p>PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.</p> <p>PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.</p> <p>PO 3. Sequence a series of events in a literary selection.</p> <p>PO 4. Identify cause and effect of specific events in a literary selection.</p> <p>PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.</p> <p>PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</p> <p>PO 7. Identify differences between fiction and nonfiction.</p> | <p>PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.</p> <p><i>PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.</i></p> <p><i>PO 3. Sequence a series of events in a literary selection.</i></p> <p>PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p> <p>PO 5. Identify the speaker or narrator in a literary selection.</p> <p>PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.</p> <p>PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.</p> |

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## Strand 2: Comprehending Literary Text (Grades 4-5)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

| Concept 1:<br>Elements of Literature   | Grade Four   | Grade Five  |
|--|--|---|
| Identify, analyze, and apply knowledge of the structures and elements of literature. | <p>PO 1. Identify the main problem or conflict of a plot.</p> <p>PO 2. Identify the resolution of a problem or conflict in a plot.</p> <p>PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).</p> <p>PO 4. Distinguish between major characters and minor characters.</p> <p>PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</p> <p><i>PO 6. Identify the speaker or narrator in a literary selection.</i></p> <p>PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).</p> <p>PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.</p> <p>PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</p> <p>PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.</p> | <p>PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p> <p>PO 3. <i>Distinguish between major characters and minor characters.</i></p> <p>PO 4. Analyze how a character's traits influence that character's actions.</p> <p>PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p> <p>PO 6. Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.</p> <p>PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.</p> <p>PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).</p> <p>PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p> |

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## Strand 2: Comprehending Literary Text (Grades 6-8)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

| Concept 1:<br>Elements of Literature   | Grade Six   | Grade Seven  | Grade Eight   |
|--|---|--|---|
| Identify, analyze, and apply knowledge of the structures and elements of literature. | <p>PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>PO 2. Identify the theme in works of prose, poetry, and drama.</p> <p>PO 3. Describe the motivations of major and minor characters.</p> <p><i>PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</i></p> <p>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution</p> <p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p> | <p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>PO 2. Recognize multiple themes in works of prose, poetry, and drama.</p> <p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p> <p>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p> <p><i>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.</i></p> <p><i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</i></p> <p><i>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.</i></p> | <p><i>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</i></p> <p>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p><i>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</i></p> <p><i>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</i></p> <p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p> <p><i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</i></p> |

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|  | <i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i> | <i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i> | PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse). |
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## Strand 2: Comprehending Literary Text (Grades 9-10)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

| Concept 1:<br>Elements of Literature   | Grade Nine   | Grade Ten   |
|--|--|---|
| Identify, analyze, and apply knowledge of the structures and elements of literature. | <p>PO 1. Describe the author's use of literary elements:</p> <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, conflict, rising action, climax, falling action, and resolution).</li> </ul> <p>PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p> <p>PO 3. Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, short stories, poems).</p> <p>PO 4. Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.</p> | <p>PO 1. Analyze the author's use of literary elements:</p> <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul> <p>PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p> <p>PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p> <p>PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.</p> |

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## Strand 2: Comprehending Literary Text (Grades 11-12)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

| Concept 1:<br>Elements of Literature   | Grade Eleven  | Grade Twelve  |
|--|---|---|
| Identify, analyze, and apply knowledge of the structures and elements of literature. | <p>PO 1. Evaluate the author's use of literary elements:</p> <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul> <p>PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</p> <p>PO 3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.</p> <p>PO 4. Explain the writer's use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p> <p>PO 5. Analyze an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.</p> | <p>PO 1. <i>Evaluate the author's use of literary elements:</i></p> <ul style="list-style-type: none"> <li>• <i>theme (moral, lesson, meaning, message, view or comment on life),</i></li> <li>• <i>point of view (e.g., first vs. third, limited vs. omniscient),</i></li> <li>• <i>characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</i></li> <li>• <i>setting (time of day or year, historical period, place, situation), and</i></li> <li>• <i>plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</i></li> </ul> <p><i>PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</i></p> <p>PO 3. Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.</p> <p>PO 4. Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.</p> <p>PO 5. Analyze characteristics of sub genres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.</p> |

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|  | <p>PO 6. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).</p> | <p>PO 6. Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p> <p><i>PO 7. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).</i></p> |
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## Strand 2: Comprehending Literary Text (Grades 1-3)

| Concept 2: Historical and Cultural Aspects of Literature   | Grade One  | Grade Two   | Grade Three   |
|--|--|---|---|
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature. | PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences. | <i>PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</i> | <i>PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</i> |

## Strand 2: Comprehending Literary Text (Grades 4-5)

| Concept 2: Historical and Cultural Aspects of Literature   | Grade Four  | Grade Five   |
|--|---|--|
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature. | PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature. | <i>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</i> |

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## Strand 2: Comprehending Literary Text (Grades 6-8)

| Concept 2: Historical and Cultural Aspects of Literature   | Grade Six   | Grade Seven  | Grade Eight  |
|--|---|--|--|
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature. | <p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p> | <p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. <i>Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</i></p> | <p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. <i>Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</i></p> |

## Strand 2: Comprehending Literary Text (Grades 9-10)

| Concept 2: Historical and Cultural Aspects of Literature   | Grade Nine   | Grade Ten  |
|--|--|--|
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature. | <p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p> <p>PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p> | <p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. <i>Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</i></p> <p>PO 3. <i>Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</i></p> |

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## Strand 2: Comprehending Literary Text (Grades 11-12)

| Concept 2: Historical and Cultural Aspects of Literature   | Grade Eleven  | Grade Twelve  |
|--|---|---|
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature. | <p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. Relate literary works to the traditions, themes, and issues of their eras.</p> <p>PO 3. Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions.</p> | <p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. Relate literary works and their authors to the seminal ideas of their eras.</p> <p>PO 3. Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.</p> |

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